



St Cuthbert with St Matthias Primary School Local Offer

Inclusive learning statement

At St. Cuthbert's with St. Matthias Primary School, alongside high quality teaching and a broad and rich curriculum, we may provide additional and different provision to support children with special educational needs and disability (SEND).

We have a strong focus on early identification of needs with barriers to learning being addressed through flexible and creative planning.

We develop effective relationships with parents/carers, external professionals and the Local Education Authority to ensure we can effectively meet a broad range of needs.

Our Special Educational Needs Coordinator (SENCO) ensures that appropriate support and interventions are implemented and reviewed. Interventions and provisions are personalised in order to remove any barriers to learning.

We use rigorous systems to monitor pupil progress in relation to both academic and personal achievements.

Staff follow universal and tailored continuous professional development programmes to ensure high quality inclusive teaching.

Universal provision – available to all. Needs identified and provided for through class teacher.

Communication and interaction	Cognition and Learning	Social, emotional and mental health	Sensory and physical
<p>Explicit vocabulary teaching.</p> <p>Opportunities for talk to support learning and interaction within the curriculum.</p> <p>Opportunities for high quality play.</p> <p>Visual timetable.</p> <p>Stations for listening to stories.</p>	<p>A high quality curriculum, differentiated to meet need.</p> <p>A range of Literacy and Numeracy software including Wordshark, Numbershark and Lexia.</p> <p>Dyslexia friendly learning environment, eg. non-white background on Interactive Whiteboards, multi-sensory learning environment.</p> <p>Left handed resources and seating with room to write.</p> <p>Workstations, screens and sandtimers to develop focus and attention.</p> <p>Working wall displays demonstrating key aspects of core learning.</p> <p>Mind-mapping support.</p> <p>Success criteria.</p>	<p>PSHE curriculum.</p> <p>Zones of Regulation (Year 4)</p> <p>SRE curriculum.</p> <p>Eco school with eco warriors.</p> <p>School council.</p> <p>Supportive and constructive feedback on learning.</p> <p>Visual timetable.</p> <p>Talk time appointments with learning mentor.</p>	<p>High quality P.E. curriculum.</p> <p>Writing slopes.</p> <p>Pencil grips.</p> <p>Cursive approach to handwriting.</p> <p>Wiggle cushions.</p> <p>Adapted scissors.</p> <p>Movement breaks.</p> <p>Multi-sensory teaching.</p> <p>Quiet learning environment.</p>

Targetted provision – available to those that need it, especially for those with SEND or those with who may have SEND. Needs identified by class teacher/ SENCO/ parent and support provided for through class teacher, learning support staff and SENCO. Discussions with class teacher, SENCO and parents regarding needs and provision. Progress monitored to ascertain whether child needs SEND Support (more long-term support).

Communication and interaction	Cognition and Learning	Social, emotional and mental health	Sensory and physical
<p>Individual Now and Next board.</p> <p>Individual visual timetable.</p> <p>Speech and Language groups in EYFS and KS1.</p> <p>Zones of Regulation.</p> <p>Makaton.</p> <p>Nurture group focussing on Communication, Interaction, Social and Emotional needs.</p> <p>Small group phonic support.</p> <p>Use of personalised 'I need help' card.</p> <p>Referrals to Educational Psychologist.</p> <p>Referral to Cheyne Child Development Services.</p> <p>Referral to Autism and Early Years Intervention team.</p>	<p>Target boards with targets achievable within 2/3 weeks.</p> <p>Tasks broken down into small achievable steps.</p> <p>Precision teaching.</p> <p>Touch typing.</p> <p>1:1 reading and phonics with detailed and specific records.</p> <p>Language support groups.</p> <p>Identification and support for dyslexia related difficulties.</p> <p>Personalised arrangements for SATs and transition.</p> <p>Referral to Educational Psychologist.</p> <p>Referral to Cheyne Child Development Services.</p> <p>Referral to Autism and Early Years Intervention team.</p>	<p>Personalised behaviour support.</p> <p>Zones of Regulation.</p> <p>Individual visual timetable.</p> <p>Individual Now and Next board.</p> <p>Nurture group focussing on Communication, Interaction, Social and Emotional needs.</p> <p>Talk time appointments with learning mentor.</p> <p>Referral to CAMHs (Child and Adolescent Mental Health Services).</p> <p>Referral to Educational Psychologist.</p> <p>Referral to Cheyne Child Development Services.</p> <p>Referral to Autism and Early Years Intervention team.</p>	<p>Occupational therapy sessions delivered through trained Learning Support Assistants.</p> <p>Medical Care Plans.</p> <p>Movement breaks delivered by Learning Support Assistants.</p> <p>Structured playground games.</p> <p>Sensory toys.</p> <p>Referral to Occupational Health and Physiotherapy via Local Authority.</p> <p>Referral to Cheyne Child Development Services.</p> <p>Referral to Autism and Early Years Intervention team.</p>

Specialist provision – available to those who need it, as identified through early intervention and discussion with class teacher, SENCO and parents. Outside agencies/services are involved and help in the planning of individualised programmes for support.

Communication and interaction	Cognition and Learning	Social, emotional and mental health	Sensory and physical
<p>1:1 Speech and Language Sessions delivered by Speech and Language Therapists alongside learning support assistants. This may include Makaton.</p> <p>Play therapy delivered by trained play therapists.</p> <p>Educational Psychology advice, support and assessment.</p> <p>Early Years and Autism Intervention team advice, support and assessment.</p> <p>Assessment and report from Cheyne Child Development Services.</p>	<p>Educational Psychology advice, support and assessment.</p> <p>Early Years and Autism Intervention team advice, support and assessment.</p> <p>Speech and Language advice, support and assessment.</p>	<p>Play therapy delivered by trained play therapists.</p> <p>Educational Psychology advice, support and assessment.</p> <p>Early Years and Autism Intervention team advice, support and assessment.</p> <p>Child and Adolescent Mental Health Family Services (CAMHS) advice, support and assessment.</p> <p>Assessment and report from Cheyne Child Development Services.</p> <p>Early Help referrals and guidance.</p>	<p>Sensory aids and resources to support learning in the classroom.</p> <p>ICT and assistive technology.</p> <p>Early Years and Autism Intervention team advice, support and assessment.</p> <p>Assessment and report from Cheyne Child Development Services.</p>

Caveat and disclaimer:

Due to the personalised and highly differentiated nature of support for learners with SEND, the above is subject to change.

Not every intervention will be able to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teaching services available.

Specialist support does not always require direct contact between the specialist and the child. It can be in the form of advice and discussion with the school based team around the child.